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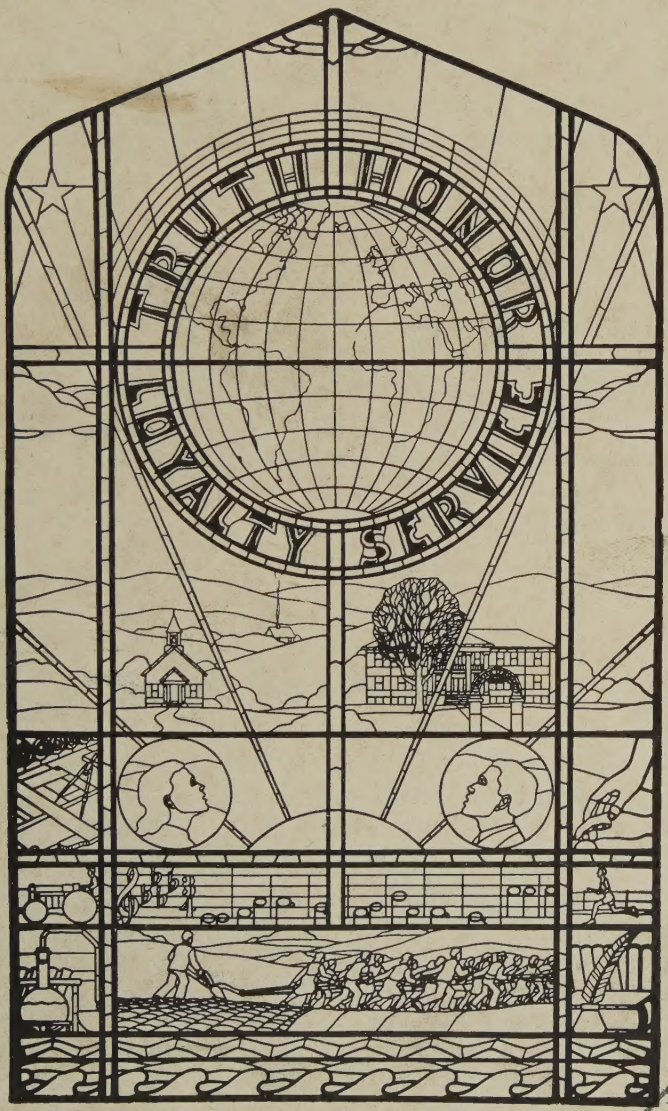
CHRISTIAN EDUCATION MAGAZINE



March-April, 1945

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In the May-June issue of CHRISTIAN EDUCATION MAGAZINE Methodist Student Day will be featured by appropriate articles and by an explanation of the new scholarship provisions under which some of the funds received from the Methodist Student Day offering become available to worthy students, as scholarship grants. Until liberalizing enactment by the 1944 General Conference these funds were reserved exclusively for use as student loans.

CHRISTIAN EDUCATION MAGAZINE

Boyd M. McKeown, Editor

PUBLISHED BI-MONTHLY BY THE DIVISION OF EDUCATIONAL INSTITUTIONS
THE BOARD OF EDUCATION OF THE METHODIST CHURCH
810 BROADWAY, NASHVILLE 2, TENNESSEE

Harry Wright McPherson, Executive Secretary

Entered as second-class matter at the post-office at Nashville, Tennessee, under act of August 24, 1912

Volume XXXV MARCH-APRIL, 1945 Number 2

Service Flags Speak to Pastors

(On Behalf of Veterans)

H. W. McPherson*

To the alert pastor the Service Flag in his church "speaks a various language." No word that it utters is more important than that reminding him of his high privilege to serve returning veterans. It has been said that the education of a child should begin two hundred years before he is born. Any adequate service to these returning men and women must begin before they return. The pastor who never loses touch will be in much better position to continue necessary guidance when they come home.

With many of the estimated one million ex-service persons desiring more education after the war the pastor will have the first opportunity as counselor. This implies a serious responsibility for which he should be prepared. Many contacts, with helpful information and wise suggestions, should be made before those represented by the stars on the service flag in your church come home. None is more important than encouraging and guiding many of them with their educational plans.

The pessimist said, "There is no new thing under the sun," but the United States Government has broken virgin soil in rights and benefits of veterans of its armed forces as set forth in the "G.I. Bill of Rights." We have been requested to prepare and send a "simple and concise statement of the essential facts in this provision to *all* pastors." Such a thing is easier said than done, but, because of the tremendous importance of this service, the following brief summary is made available. From this it can be seen that the government means business in its veterans' educational program. The provision is designed to fit individual needs, and not to fit the student to the institution.

I. Necessary requirements.
   1. Honorable discharge.
   2. Not over 25 years old—; (or demonstrate that education was interrupted by military service).
   3. Service of 90 days or more; or released by actual service injury or disability.
   4. Start education program within two years after discharge or end of the war.

II. Length of training. One year, or its equivalent in part-time study. When such courses are satisfactorily completed, additional education *may* be arranged;

*Executive Secretary, Division of Educational Institutions, Board of Education, The Methodist Church.

not to exceed length of active service between September 16, 1940 and the end of the war. No course of education shall exceed four years.

III. Types of training are so inclusive and varied, from elementary to college and university; including correspondence courses, business, vocational, scientific, technical, etc., etc., that it is safe to say any type desired can probably be arranged.

IV. Expenses paid,—to institution. Tuition, fees, etc. customarily charged. Books, supplies, equipment and such necessary expenses *may* be paid,—(exclusive of board, lodging, living expenses and travel). Such payments shall not exceed $500 for an ordinary school year.

V. Living allowance,—$50 per month if no dependents,—$75 if dependents.—This may be reduced if students attend on part-time basis or for compensation for work done as part of training.

VI. May apply for credit for what was learned in service. (Amount, if any, to be determined upon evidence acceptable to institution.)

VII. Counselling centers, at one or more universities in each state are being established by the Veterans Administration. Details of program must finally be arranged with the institution attended.

It has been said, next to knowing a thing is knowing where to find it. For further information and application blanks, write to:

Army: United States Armed Forces Institute, Madison 3, Wisconsin.
Navy: Bureau of Naval Personnel, Navy Department, Washington 25, D.C.
Marine Corps: Marine Corps Institute, Marine Barracks, Washington 25, D.C.
Coast Guard: United States Coast Guard Headquarters, Washington 25, D.C.
General Information: American Council on Education, 744 Jackson Place, Washington, D.C.

Pains of Responsible Judgment

While reading a recent number of the *Texas Outlook* the phrase, "pains of responsible judgment," leaped intriguingly at me from the printed page and now, sixty days later, its memory lingers. Ability to assume and bear the pains of responsible judgment was cited by that writer as evidence of maturity, a goal which every adult should have attained.

This suggests an achievement which admittedly is much to be desired, but how, I asked myself, can such a skill be developed. By what educational processes may one come to bear the pains of judgment and to exercise judgment which is responsible?

As I pondered these questions it occurred to me that a wide range of basic knowledge, coupled with a thorough grounding in mental disciplines to facilitate and make effective the use of that knowledge, would go far toward the development of responsible judgment. Religious motivation eventuating in a sensitivity to social needs and values would make for responsibility in the exercise of judgment.

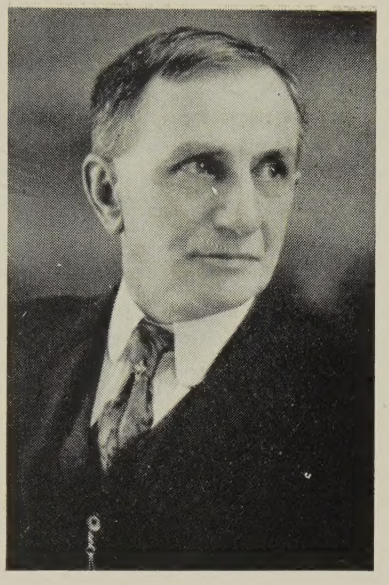
As a student's confidence in the soundness of his judgment grows it should be accompanied by a diminishing of the pain incident to formulating judgments and by an increasing fortitude with which to bear the residue of pain, a fortitude which would enable him to "stand the gaff" of responsibility, to form and express a judgment and courageously to stand or fall by its validity.

Recommended, therefore, as a type of training highly conducive to the development and exercise of responsible judgment is *a liberal arts course taken in the atmosphere of a Christian college.*

B. M. M.

Colleges and— Colleges

CARL G. DONEY *



An educational institution that is Christian simply keeps faith with the religious nature of man. Its atmosphere is free from the negation of indifference and is affirmative of the imperatives of life. It is civilization perpetuating itself by a complete and normal education of its youth.

The polity of the nation in separating church and state makes it difficult for publicly supported schools adequately to promote a religious spirit. The men who wrote the Constitution properly sought to protect political government from ecclesiastical interference but in doing this they accepted serious limitations. These limitations are nowhere greater or more apparent than in the system of public education.

Secular schools train many exemplary citizens but these schools must acknowledge an indebtedness to the Christian college for their standards. Life within a Christian college becomes a persuasive example not to be disregarded by other educational institutions. Though the latter may have more extensive material facilities and larger enrollments, their administrators are aware that the public wants to know how their product later lives and if society wholesomely profits from it. A comparison of the two types of institutions in this regard is greatly to the advantage of the Christian college and serves to stimulate the other. Any person who considers the causal relation between human conduct and education would expect this, for education largely provides the content of thought, judgment, and purpose, and it is from these that living proceeds. Were this not true, the whole process of education would have no rational basis.

But if in the process and in the content of learning, students find no interpretation of life in the light of Divine truth, if facts have no unified relation to a universal plan, if youth's volitions are spiritually untouched during the years of their greatest expression, it is unreasonable to look for college men to accept active personal responsibility and compelling social obligations as inherents of their lives.

For life holds different meanings for the practicing believer and the indifferent believer. The latter may easily rationalize the universe, including himself, as automatic and therefore incompatible with religious concepts. It follows that there is no place for human freedom and no such thing as duty. The torn world of today testifies that such ideas are socially destructive, and especially in the educated man because he is empowered without be-

* President Emeritus, Willamette University, Salem, Oregon.

ing ennobled. He becomes "the terrible Titan" and accepts "the will to power" as the creed of the race.

The Christian college on the contrary teaches the age-tested imperatives, believes that humanity is not chemically created nor chaotically undirected, and that man is a free and responsible being. It defines the meaning of life and its use by what man himself is, and it declares that man is most motivated by his attitude toward God. It teaches the way revealed by Jesus, stresses personal obligation and asks that it be affirmed in terms of human relationships. These qualities and aims for youth can nowhere be so surely and strongly nurtured as in a Christian college.

Scholarship itself is endangered where there is intense intellectual application which is uninfluenced by religion. A specialization that is not balanced by a developed spirituality engenders abnormality. One sees persons of highly trained intellects who simply have not good sense or good morals. It is because they are mentally deformed, short on some essentials of balance. To narrow the field of knowledge by excluding God and duty and sin and salvation from its categories is to emasculate it and accept a fraction for the whole. That which remains is thin, misproportioned and deluding. This drift toward illusive values has always been portentous, for it allows natural selfishness to grow into a license which approaches anarchy. Neither a durable civilization nor strength and abiding satisfactions for the individual are attained upon levels wholly earth-born.

All of the world's troubles are not caused by a learning that lacks religious content, but when wide areas of teaching are characterized by cynicism and unbelief, it must accept grave responsibility. Men whose actions reveal a lack of inner self-restraint too often have been taught that there is no personal God, no duty, no immortality. The logic of life is inescapable and if such conceptions widely extend their margins, civilization has small promise of perpetuity or progress.

The Christian college, believing in God, finds Him in the sciences and in the culture it teaches. Its philosophy is that of Caird and Bowne, not that of Comte and Nietsche; its physics is that of Thomson and Milligan, not that of Tyndall; its biology is that of Pasteur, not that of Loeb. Its poet is Browning and not Byron; its eassyist is Dryden and not Mencken; its ideal is not a man, it is Christ. Always the individual and the social need is fundamentally a need of religion. It is the need to clarify and deepen knowledge of the will of God, and to do that, the will of God must be discovered in the things one learns. If the tendency toward nihilism is not to be increased, there must be Christian colleges which universalize learning.

Still more, the teachings of a religious college meet the instinctive and normal needs of students. A student is more than intellect and body; his mind is more than the sum of things he knows. It also includes what he wants to know and how he wants to use what he knows. These have their religious rootings and implications. It is indefensible that a youth in college for the purpose of development should not be instructed in respect to his most significant inherents. The simplicity of his earlier life is at this time undergoing readjustment in the light of new and disturbing thought. He is being tried as by fire. Nothing can save him from the test; nor should he be saved from it. But he should be saved from errancy and neglect.

Never is a youth in greater need of sensible and steady help than

when he is in college. Officious zeal would be impertinence, but the spirit of his college, like a magnetic field, will tend to swing the needle of his life toward the star which guides the school. If the character and teachings of the faculty be charged with Christian seriousness, their word and act will reinforce a seeking faith and point a true path through the confusions. But a teacher's mocking word or unkept life can break a student's struggling faith and breed a cynical attitude toward himself and others. The college cannot remain neutral; in a sense it is the student's church and the professors are his pastors. They have a philosophy of life—unbelief, agnosticism, or Christianity—which will be revealed and the open-minded student here passes through the crisis of his spiritual history under influences which largely make his destiny.

Furthermore, the Christian college must be preserved in order to preserve religion. An educated ministry has always been a necessity, but never so much as at present when the minister must intelligently answer questions of an increasingly complex and sensitive social order. His people are in a maze of conflicting systems, theories and proposals; and they know it. Sane and constructive interpretations of living problems in relation to society viewed as a Christian organization are imperative; and the pulpit should both instruct and inspire. The minister is to be a teacher not only sent from God, but he must know God and God's way so well and truly as to command the respect and the following of his people.

The secular college does not suffuse its instruction with the quality which is the secret and the power of the Christian prophet. If the preacher is to convince others that this is God's world and that men are His co-laborers, he himself should find that conviction supported by the learning imparted by his school. Clearly the field for the best preparation of the minister is the possession and the responsibility of the Christian college.

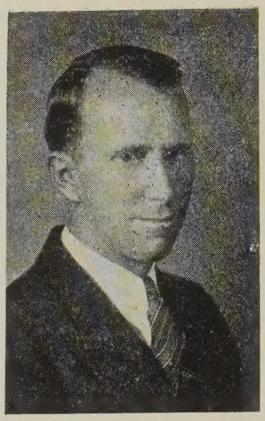
For these reasons and others, I am persuaded that the Christian college is essential to true scholarship, to secular schools themselves, to the church and to the security of society. It furnishes elements to the nation's educational system which are indispensable and which nothing else provides. Its function is as ineradicable as man's need and instinct for God. Nor can I resign the belief that were men thoughtfully to consider the fundamental sources of human welfare they would abundantly support and endow these institutions. They would provide them with the best facilities, feeling confident that thereby they were true servants of their own and of future generations; for God can be found in history, in science, in philosophy, in literature, in economics. A civilization which forgets God is a civilization which compels God to forget it.

* * *

To honor Dr. Clair Francis Littell, who has completed twenty years of service as the Edgar Truman Brackett professor of history and political science, Cornell College (Mount Vernon, Iowa) was given an egg-sized segment of Plymouth Rock. Reverend Peter Palches, pastor of the Pilgrim Memorial Methodist Church of Plymouth, Massachusetts, made a special trip to Mount Vernon for the presentation. His "major" students scattered all over the world presented him with a bound volume of tributes and a purse of $325 which is to be added to the loan fund for students of his department.

Will the Veterans Go to Christian Colleges?

JOHN B. ENTRIKIN *



To what colleges will those veterans go who take advantage of the government's offer to pay their college expenses? Will they get their education and spend the period of their readjustment to civilian life in a Christian atmosphere? Will they learn facts in an atmosphere of moral neutrality or will they acquire a Christian purpose for living while learning the facts and skills by which they can make a living? The church should be vitally interested in the answers to these questions. The world has seen the havoc that can be produced by educational systems which lack a high moral purpose.

Ministers and laymen should contact the men and women as soon as they return to their communities after their discharge. And it must not be forgotten that men are now being discharged at rates approximating ten thousand a month. Churchmen must convince these veterans that they are interested in all of their problems and possibilities. One service churchmen can render these veterans is to urge them to take advantage of the free educational opportunities provided for them by the government.

These men and women are fighting a war because of ideals. They need an education that presents ideals as well as facts. They have been willing to die for a cause. They must be inspired to be willing to live so as to build a world that can make their ideals become realities.

The church-related college should be the best place for many of these veterans. They can and do teach ideals as well as facts. The faculty members are interested in the veterans as individuals. Because it is common practice in these colleges to have small classes and frequent personal contacts between faculty members and students, the veteran has a good chance to make his adjustments from military duties to civilian duties.

The church of the very near future must draw the majority of its ministers, teachers, officers and faithful members from the ranks of those who are now in the service of their country. The church must have educated leaders. Most of the veterans can (at government expense) attend the college of their choice for a period of time approximately equal to one year plus (possibly) the time they have spent in the service. Churchmen should encourage these veterans to attend a church-related college since these colleges are much more apt to help the veterans to develop a Christian philosophy of life and to apply Christian principles of living to whatever vocation they follow. The world needs Christian business men, Christian statesmen, Christian citizens, and Christian home-makers as well as Christian ministers. The churches

*Professor of Chemistry and Chairman, Committee for Veterans, Centenary College, Shreveport, La.

and the church-related colleges can and should co-operate to see that the veterans get a Christian education.

The church needs its colleges. There is a growing feeling that the Christian colleges must be preserved and strengthened. Many devout churchmen have felt that it was financially impossible to send their children to church-related colleges because of the tuition charges. Now, for the veterans, the government is willing to pay for the tuition, fees, and books and also to make monthly allowances for living expenses. This situation presents a real opportunity for Methodists to support Methodist colleges without any financial hardship to themselves. It seems that under these circumstances every local Methodist church should seriously consider trying to direct the veterans, as they return home, to some Methodist college or university.

Information about the provisions of the educational acts for veterans may be obtained from the sources listed elsewhere in this magazine or from any college. Practically all of the colleges have special faculty committees to serve the needs of the veterans that are already enrolled and to make plans for the best possible way to serve the veterans that are yet to come.

* * *

Our Cover Design, Interesting Art Project at Baxter

The simulated stained glass window which is shown on our front cover and which hangs in the office of the President was designed and drawn by Baxter Seminary students under faculty supervision. In it is seen clearly the founding, growth, and ideals of Baxter Seminary. The lower part of the window depicts the breaking of the ground by seventy-five school children drawing the plow. This scene was repeated on the campus when Pfeiffer Hall was built.

Above it and on both sides are shown various phases of the school programs such as science, agriculture, mathematics, mechanical arts, literature, athletics, vocational guidance, and music exemplified by the school Alma Mater.

As has always been the case the boy and girl look to the church and the school for guidance and inspiration. The "world to serve" the school motto "Truth, Honor, Loyalty, and Service," and through it all the symbol of the Cross, portray the ideals of Baxter Seminary.

* * *

Correction

The heading of the book review on page twenty-three of the November-December issue of Christian Education Magazine should read, *"National Survey of Private Piano Teachers,"* by Clarence Burg, Dean of the College of Fine Arts, Oklahoma City University.

* * *

Miracle

By Mims Thornburgh Workman

Written June 14, 1933, at Grenada College, Grenada, Mississippi, after a brief visit with "Sanders," Editor of the daily newspaper of the young people's summer assembly. He and I read to each other some of our poems. I send my love to him now, wherever he is. The lines are suggestive of the service rendered by many church colleges as their facilities are made available to summer institutes and assemblies. That week was one of fine associations and great inspiration. M. T. W.

You went almost before you came,
Yet I can ne'er be quite the same;
I'll always hear within your name
Two sparks met high and formed a flame.

Thinking Over the Seminar

JEWELL POSEY *

The Methodist Student Movement Seminar, held in McKendree Methodist Church, Nashville, January 1-5, and attended by some 125 persons representing 102 campuses in 38 states, deserves being called unusual. In the first place, it was a cross section of workers with students. There were Wesley Foundation Directors, Directors of Religious Life, teachers of Bible and Religious Education, pastors of college and university churches, and staff members of the Board of Education. Some were just out of college, some had worked in this field for at least a score of years; some came from small campuses, some from huge ones; some were having to lay the foundations for student work, some were in situations which have had their patterns established for years. They came from Florida, Oregon, Pennsylvania, Texas, and all points between.

The seminar was unusual in its scope. Its stated aim was an evaluation of the objectives and of the educational and religious task of the Methodist Student Movement, and the topics discussed covered practically every phase of student work. There was stimulating presentation of student needs, pre-campus training, student and faculty attitudes toward religion, coming of age religiously, preaching to college students, leadership training, to mention only a few aspects of the discussions.

The seminar was unusual in the quality of its personnel. This was a working group talking shop; but the soundness of facts presented, their intelligent handling, the sincere interest, and the keen sense of humor which cropped out from time to time made those five days a time of inspiration.

Twenty-five papers were presented. It is no easy task to listen to that many different ideas in so short a time and not have mental indigestion. Neither is it an easy matter to prepare a paper on student work and not overlap some part of one of the other twenty-four. But it can be said in all honesty that listening was easy and that the overlapping was at a minimum. After each paper came a lively airing of opinions, some in hearty agreement with the ideas presented, some in definite disagreement. There was little trace of dogmatism, and the students themselves would have been pleased with the democratic attitudes. The group was unanimous in the request that the papers be made available for later thinking and use.

The student workers had a sense of being a part of the whole church, not an isolated section. One session

*Associate Director, Wesley Foundation, Denton, Texas.

was held on the campus of Scarritt College as a joint meeting with the Division Staff and the Conference Executive Secretaries. During another meeting, delegates to the Southern Baptist student workers' meeting, also in session in Nashville, were guests of the Methodist seminar.

Each morning Harold Ehrensperger led the group in worship. The final session of the seminar was closed with an inspirational address by Dr. Charles W. Gilkey, Dean of the Chapel of the University of Chicago, who spoke on "The Home Fires and the Long, Long Trails," using vivid personal illustrations of how student work has had its effect far from the campus both in point of time and of geography.

Most of the adult workers evidently were still young in spirit—at least they had a number of collegiate habits. For one thing, almost every night found groups of them gathered in a confectionery on the way home, vigorously going over some point of the day's discussion, singing, or exchanging personal experiences.

Growing out of the consideration of the problems, trends, and possibilities lifted up in the seminar were these predictions regarding student work of the future: The emphasis upon great impersonal themes will be more definitely blended with concern about personal ones. Reform will be linked with spiritual transformation; the cultivation of spiritual techniques for promoting growth of personal religious faith will be encouraged. Small chapels for periods of silent worship will be set up on campuses. There will be less fear of indoctrination. In state schools the meaning and values of citizenship in a democracy will be openly urged, and in the Church schools this same emphasis will go along with the distinct claims of the spiritual. Teachers will be sought who have an interest in the religious work of the colleges, who are not ashamed to take a positive stand with reference to their religious convictions. The colleges will make a greater effort to recruit students from their own denominations. A closer connection with the religious work found in a student's home Church and the work of the college campus will be effected.

It was indeed a stirring meeting, and likely others went away as I did with three things uppermost in my impressions of it all: the greatness of the Methodist Student Movement, both in its scope and quality of work; the striking ability and sincerity of the workers who are giving themselves to it; inspiration for doing more and suggestions for doing it better.

* * *

Student Recognition Day at St. John's, Memphis

St. John's Methodist Church in Memphis, Tennessee, of which Dr. John Brandon Pepers is pastor, gives Student Recognition Day a place of high priority on its annual schedule. Coming on the last Sunday of the calendar year, this special observance, which employs the talents of college students home for the Christmas vacation, has come to be looked forward to by the congregation as one of the most interesting and beneficial occasions of the entire church year.

Extending recognition to all college students in the congregation and using six of them in the service, the occasion was observed as usual in a happy and effective manner on December 31, 1944. The Board of Education of the Church was host to the students at a buffet supper immediately preceding the service.

Short Courses in Public Relations

A. L. B. AND A. J. E.

Most recent co-operation between the Joint Committee on Public Relations for Educational Institutions of The Methodist Church and the American College Publicity Association was a short course in college public relations, held at the University of Houston, Texas, February 8-10.

Continuing the general pattern started in the short course held at Scarritt College last July, the Houston program was an intensive one that enrolled some forty "students," usually public relations officers or administrative heads of the colleges, several of them from Methodist colleges in Texas, Louisiana, and Oklahoma.

The course opened with a presentation of the broad field of educational public relations by ACPA's national president, Arthur L. Brandon of Vanderbilt University, and closed with a discussion of how to organize for effective public relations work. In between, the various ways of accomplishing good public relations were discussed.

The short course program was set up by N. S. Patterson, Director of Public Relations of the University of Houston and Director of ACPA's District X. Boyd M. McKeown, Executive Secretary of the Methodist group, co-operated in the planning of the program. These two men alternated in handling the sessions and they kept the discussions moving rapidly, yet with regard for thoroughness.

Brandon emphasized that public relations is the over-all actions of the institutions, and that the function of the public relations office is to co-ordinate the college's planned effort to secure and hold friends and to influence these friends to speak and act in behalf of the institution. He pointed out that newspapers, radio, brochures, platform, letters, and other media are not public relations in themselves, but are channels of communication.

The program was divided into two main themes, the publics to be reached and the media to be used in reaching them. Topics included such important matters as Reaching the Church Constituency, The Small College and Junior College Publics, Alumni Relations, College Fund Raising, Press Relations, College Publications, Public Platforms, and Radio.

One of the most useful discussions was on the college catalogue. Representatives present pointed out that catalogues are either for archives or promotional purposes. Those issued for the latter purpose in most instances need a face-lifting, it was concluded.

A question and answer method was used in determining what the catalogue should contain, and the results will be made available later.

In an exhilarating address on "Our Other Publics," Dr. Robert L. Sutherland, Director of the Hogg Foundation, Austin, Texas, symbolized four types of publics by describing individuals representing each type. To broaden its influence, education must adopt a public relations program that will reach all four of these general publics, he said.

Starting at nine o'clock in the morning and continuing until ten at night, the course was one of the most intensive ever held by public relations workers. Public relations is a relatively new field for education and much work needs to be done in preparing for it. The problems were seriously considered at Houston, and all who attended felt

that they had profited considerably and that they would be able to transfer this personal profit into institutional gain. It was the best attended meeting in the history of ACPA's District X, and the University of Houston, with its fine facilities, under the leadership of Mr. Patterson and his associates, was an ideal host.

A short course on public relations for the presidents, directors of publicity, and directors of public relations of the church-related colleges was held at the Cornhusker Hotel, *Lincoln, Nebraska,* on February 12-14.

The first day was spent in evaluating the distinctive characteristics of a church-related college. Chancellor Benjamin F. Schwartz of Nebraska Wesleyan opened the short course with an address on "The College President and Public Relations." The afternoon was given over to a study of the fundamentals of public relations and a symposium on the distinctive characteristics of a church-related college. Dr. Harry S. DeVore, president of Central College, Fayette, Missouri, spoke at the dinner meeting on "What Is Expected of the Church-Related College?" Dr. Gerald Kennedy, pastor of St. Paul Methodist Church, Lincoln, gave an address in the evening on "What Proof Have We That the Church-Related College Has the Qualities Expected?"

The second day was spent dealing with specific problems. A panel discussion was followed by addresses by Elsworth T. DuTeau, alumni secretary of the University of Nebraska; Dr. Earl A. Roadman, president of Morningside College, Sioux City, Iowa; Dr. George W. Rosenlof, member of the Committee on Consultation for Veterans and Ex-War Workers of the University of Nebraska; George S. Rounds, director of publicity of the Agricultural College of the University of Nebraska; and Dr. W. M. French, president of Hastings College, Hastings, Nebraska. Mr. W. C. Berk, chief photographer of the *Lincoln Journal* and *Star,* spoke on the importance of a good picture for publication.

Mr. Boyd M. McKeown, of Nashville, Tennessee, served as a valuable resource person and spoke several times during the conference.

There were twelve colleges represented from Nebraska, Kansas, Missouri, and Iowa. The value of the meeting is evidenced in the fact that a permanent organization was formed to carry on the work of public relations among the church-related colleges of this area. Adrian J. Edgar of Nebraska Wesleyan was made chairman and John Brennamen, field secretary of Doane College, Crete, Nebraska, was elected secretary. A similar course is being planned for February, 1946.

* * *

Nine members of the faculty of Union College (Barbourville, Ky.) have given 134 years of continuous service to the college in spite of the disrupting effect of the war on faculty personnel.

* * *

Orchid seeds have been sent to Duke University (Durham, N. C.) all the way from India. They are the gift of Lt. Wendell Miller, a former Durham florist, to Professor H. L. Blonquist, chairman of the Botany Department. Although the seeds are growing, Duke will not be able to admire the flowers or know their color or species for another five to seven years. Orchids have the smallest seeds in the world. They are microscopic and can not be discerned by the eye until they have been growing for one or two months. It has been estimated that one orchid pod contains about a million seeds.

The Division of Educational Institutions of the Board of Education

"Whom should I write about what?"

This question, recently asked by a college official, as he sought to establish lines of personal relationship between himself and certain members of the Division of Educational Institutions staff, has on occasion perhaps been framed in the minds of other persons. A desire to deal directly with the staff member immediately responsible for a given phase of the program is one which is entirely understandable. It is vaguely unsatisfactory to have repeated dealings over an extended period of time with a wholly impersonal agency as e.g., a Board, or even an individual, whom one knows only as a name. One likes to know something about the framework within which the individual operates,

H. W. McPherson

Dr. Harry Wright McPherson, executive secretary of the Division of Educational Institutions, is a native of Illinois. He holds the B.S. degree and also the D.D. from Illinois Wesleyan University and the S.T.B. and LL.D. from Boston University. After a few years of teaching in the public schools he became a member of the Illinois Conference and served as pastor and district superintendent. In 1932 he was called to the presidency of his Alma Mater, Illinois Wesleyan, and in 1937 he came to the Board of Education.

the particular subject matter with which he deals, and something about him personally.

In the following pages an effort is made in brief summary to convey information concerning the scope of the Division program and concerning the phases allocated to the various departments of the Division. Division staff members are also presented, together with outlines of their major responsibilities.

The Division of Educational Institutions, one of three such divisions within the Board of Education, is co-ordinate with the Division of the Local Church and the Editorial Division, and is charged with the responsibility of giving certain types of leadership in the church's program of Higher Education. The Division is under the direction of Dr. H. W. McPherson, Executive Secretary, and for purposes of administrative efficiency is divided into five clearly differentiated, but closely co-operative departments, each department responsible to and working under the general direction of the Executive Secretary.

Component departments, together with their respective staffs are: Educational Institutions, General, John O. Gross; Institutions for Negroes, M. S. Davage; Student Work, H. D. Bollinger, H. C. Brown and Harold A. Ehrensperger; Student Loan and Scholarship Fund, H. W. McPherson, Director; Public Relations, Boyd M. McKeown.

In addition to these departments two other agencies have a close working relationship with the Division. A co-operatively supported program of public relations for Methodist institutions, working under a Joint Committee, functions through the Public Relations Department, with Mr. McKeown as Di-

rector and Miss Ruth L. Beyer as Associate Director, and the Commission on Ministerial Training, which by Disciplinary provision is affiliated with the Division of Educational Institutions. Dr. W. K. Anderson is its Educational Director and a member of the staff of the Division. (See *Discipline,* Paragraphs 1380 and 1381.)

Purposes and programs of the various departments and of the Joint Committee on Public Relations and the Commission on Ministerial Training are further elaborated in the paragaphs which follow.

The Department of Educational Institutions (General)

Under the general Disciplinary provision the Department of Educational Institutions, General, is charged with responsibility for the oversight of institutions related to The Methodist Church, except those supervised by the Department of Educational Institutions for Negroes, and "those institutions owned or supervised by other boards." The programs of this Department, and others are summarized in Paragraph 1351 of the 1944 *Discipline:* "(1) to develop a Methodist educational plan and purpose in which the educational institutions of the church shall be definitely related to the church and the church assume adequate obligation for their financial support; (2) to foster within the institutions maintenance of the highest educational standards; and (3) to create an atmosphere conducive to the development of a Christian philosophy of life, a Christian standard of conduct, and membership in Christ's holy Church."

On January 1, 1945, there were 125 educational institutions related to the Board of Education of The Methodist Church with investments in buildings, furnishings, equipment, libraries and endowments of approximately one-third of one billion dollars. Normally these institutions employ about 6,000 teachers and enroll about 117,000 students, including students enrolled in part-time and summer sessions. Their operating expenses exceed $42,000,000 annually. One-half of all of the educational institutions in the United States are church-related and 17 per cent of the latter are affiliated with The Methodist Church—the largest Protestant group.

The Department of Educational

Dr. John Gross

Dr. John O. Gross, Secretary, Department of Educational Institutions, General, is a native of Kentucky. After graduation from Asbury College he attended Boston University's School of Theology, receiving his S.T.B. degree from that institution. After serving five years as pastor of the First Methodist Church, Barbourville, Kentucky, and three years as District Superintendent of the Barbourville District, Kentucky Conference, he became President of Union College, Barbourville, Kentucky, which post he held for ten years. Following that he served three years as President of Simpson College in Iowa. He has a D.D. degree from Asbury and an L.H.D. from Union. He has been with the Board of Education in his present capacity since 1941.

Institutions, General, co-operates with the University Senate of The Methodist Church and the conference boards of education in making inspections, institutional surveys and field studies. It helps meet the needs for improved practices in financial accounting and budgetary procedures by making available a competent consultant to institutions needing such help. It publishes monthly the *President's Bulletin Board* as a medium for presidents to exchange ideas on various phases of institutional administration, to furnish suggestions and to give studies and summaries of important articles.

It maintains a personnel department to serve "as a general medium of communication between teachers desiring employment and institutions needing their services." It co-operates with the Department of Public Relations in advancing the cause of Christian Higher Education by the publication of statistics, pamphlets and articles on the place of the Church in Higher Education. In general, it sincerely tries to help increase the Church's appreciation of its own educational institutions and to have them used to the full. In turn, the institutions are urged to maintain their allegiance to the Christian Church and zealously labor to co-operate with it in the building of a Christian world.

Department of Educational Institutions for Negroes

Three professional schools, eight liberal arts colleges, two junior colleges, Gilbert Academy and Morgan Christian Center, are related to the Department of Educational Institutions for Negroes. This Department co-operates with the administrators and trustees of these institutions in formulating plans and policies, in maintaining academic standards and in evaluating the objectives, services, and prospects of these several institutions in the light of present requirements.

M. S. Davage

Dr. Matthew S. Davage, Secretary, Department of Institutions for Negroes is a native of Louisiana. Dr. Davage attended public schools in Shreveport, graduated from New Orleans University (now Dillard), and did graduate study at the University of Chicago and Columbia. He holds honorary LL.D. degrees from New Orleans University and Samual Huston College. He has served as President of three Methodist colleges for Negroes: Samuel Huston, Rust and Clark. He is a member of several college Boards of Trustees, is Treasurer of the Ecumenical Methodist Council, and is one of the senior members of the Methodist Board of Publication. Dr. Davage has been in his present position since 1940.

In the early days, denominational colleges were the only schools of higher education available to Negroes in the South. Their contributions to the development of Negro youth have been fundamental and invaluable.

These institutions began without buildings or equipment. The faith and consecration of the founders were their major resources. Nearly all of them were organized in Churches. Their steady growth, as attested by the following figures, justifies the faith and wisdom of the founding fathers:

Enrollment	4,500
Teachers and workers	300
Volumes in Library	200,000
Buildings and grounds	$ 7,850,000
Endowments	$10,906,000

It should be considered, however, that $8,600,000 of the endowment funds are held by Meharry Medical College, Dillard University of which Flint-Goodridge Hospital is a unit, and Gammon Theological Seminary. Bennett, Clark, and Wiley Colleges each hold endowments in excess of $500,000. These endowment figures, while encouraging, are limited to a small number of schools and rather stress the need confronting most of our liberal arts colleges for additional capital funds.

While the church-related college no longer dominates the field of Negro education in the South, the continuing usefulness of these institutions is generally recognized. The success of the United Negro College Fund Campaign sponsored by twenty-seven church-related and independent colleges in 1944, which netted approximately $1,000,000, demonstrates the high value placed upon the contributions of these institutions by the public. This is a genuine endorsement of the character of the work being done by these colleges.

The Department of Educational Institutions for Negroes endeavors to interpret to the Church, to philanthropic agencies, and to potential donors the educational programs, services and needs of these institutions. Within the limits of its resources, it makes annual appropriations for the support of the schools to which it is related.

Another important function of this Department is the promotion of Race Relations Sunday in accordance with Paragraph 198 of the Methodist *Discipline*. In this effort, this department works in close cooperation with the Department of Public Relations.

The observance of Race Relations Sunday takes on added significance each year as shown by increased contributions for the support of our schools and by widespread interest in interracial projects for the promotion of good will and better racial understanding.

The Department of Student Work

The Department of Student Work is created to carry out the specific mandate of Paragraph 1360 of the *Discipline* "in fulfillment of its responsibility for the religious training and activities of Methodist students," and in doing its part in the work of the Division of Educational Institutions (see *Discipline,*

H. D. Bollinger

Dr. H. D. Bollinger, Secretary, Department of Student Work, was born and reared in Iowa. He holds a B.A. degree from Southwestern College, Winfield, Kansas; a Master of Arts degree from Northwestern University; a B.D. from Garrett Biblical Institute and also a D.D. from Garrett. He is a member of the Northwest Indiana Conference. After a few years in the pastorate, he became minister for students at the Wesley Foundation of Purdue University, an appointment he held for nine years immediately before coming to the Board of Education in 1933.

Paragraph 1351), "to promote the religious training and activities of students at institutions of The Methodist Church and of Methodist students at tax-supported and other institutions not related to The Methodist Church."

In doing this work the Department has developed an organization and program of the Methodist Student Movement which is known nationally and internationally as a conscious, cohesive movement of student leadership in the highest type of Christian churchmanship. Organizationally, therefore, the Department is related to the student organizations of 110 Wesley Foundations, 80 Methodist colleges, 200 Christian groups on other campuses; 33 state, or similar regional, student councils; to interconference commissions on student work; to the National Methodist Student Commission; and to all the youth and student agencies of our own and other churches and organizations. The program is expressed in conferences, leadership seminars, projects, summer service activities, caravans, deputations, and all of the normal expressions of student religious life in local,. state, regional, national and international groups.

HARVEY C. BROWN

Dr. Harvey C. Brown, Associate Secretary, Department of Student Work, is a native of Alabama and a member of the North Alabama Conference. His college work was done at Birmingham-Southern, from which he holds a B.A. degree; his theological work at Emory, from which school he has a B.D. degree; and his graduate work at Drew University, from which institution he holds the Th.M. and the Th.D. degrees. He served as pastor, then for six years as Director of the Wesley Foundation of the University of Tennessee, and for one year as head of the Department of Religion in Huntingdon College. He has been with the Board of Education since 1933.

HAROLD A. EHRENSPERGER

Mr. Harold A. Ehrensperger, Editorial Secretary, Department of Student Work, was born and reared in Indianapolis. He has Bachelor's and Master's degrees from Harvard University. He holds a B.D. degree from Garrett Biblical Institute and is a national authority on religious drama. His record reflects service in this field both as writer and producer. He has traveled extensively in Europe as well as in America. After several years on the faculty of Northwestern University and Garrett Biblical Institute Mr. Ehrensperger came to the Board of Education staff in 1937. He is editor of MOTIVE.

In this dealing with over 1,000 student officers and their adult counsellors in a Methodist constituency of 300,000 students, the Department is engaged in the articulation of the Methodist Student Movement, holding conferences, training leaders, conducting religious emphasis weeks, campus Christian missions and local campus visitations, providing literature helps and in publishing the Methodist Student Bulletin and *motive*.

The Department of Student Work

through the medium of the Methodist Student Movement operates on the philosophy of the creative-educational method by taking that which the individual student is and has to offer and, through the discipline of Christian group fellowship, moulding him into maximum usefulness in expressing the Kingdom of God in campus life.

The Department of Public Relations

"My function is to present through all possible media the aims, policies and contributions of Higher Education, which I believe to be a keystone of the American way of life and a sacred trust to be safeguarded for unborn generations.

"I believe that my work can and shall help to create a more universal understanding of Higher Education's part in shaping a better world.

Boyd M. McKeown

Boyd M. McKeown, Secretary, Department of Public Relations and Director of the Joint Program of Public Relations for Methodist Educational Institutions, is a product of Western Texas. His undergraduate college work was done at S.M.U. He holds a Master's degree from the University of Chicago. He taught in the public schools of Texas; served as superintendent of schools in a small town; became dean of McMurry College with its opening in 1923; and in 1930 came to the Board of Education.

"I AM AN INTERPRETER OF HIGHER EDUCATION."

The above, taken from "My Creed," an official declaration of the American College Publicity Association, suggests the purposes and functions of the Public Relations Department, one objective of which is to acquaint the Methodist constituency more fully with the Division of Educational Institutions and the varied aspects of its program.

Another goal is a more adequate interpretation of the Methodist Student Movement as expressed through the Wesley Foundation program on tax-supported and independent campuses and through the service rendered by the Methodist Student program in church-related institutions.

The department also seeks to provide publicity and other public relations services to the Commission on Ministerial Training, an agency affiliated with the Division of Educational Institutions, and operating in the area of Ministerial Training.

A fourth purpose of the department is to promote a closer relationship between Methodist colleges and Methodist people and between Methodist colleges and the general public. End results toward which the Department strives are: (1) A greater appreciation on the part of church people and others of the distinctive services of the Christian educational institutions; (2) a clearer understanding of the continuing need for the uplifting and stabilizing influence of Christian colleges in the present world upheaval; and (3) "more Methodist students in Methodist institutions."

Media Employed

The Department uses many media of which the following are representative:

1. It edits Christian Education Magazine, a bi-monthly period-

ical, which serves as the voice of the division and which goes to a mailing list of forty thousand persons.

2. It assembles numerous articles on various aspects of Christian Higher Education as engaged in by The Methodist Church and makes these articles available to editors of various church papers and periodicals.
3. It issues and distributes leaflets, posters, and other special literature in support of the Church's program of Higher Education.
4. It helps to promote annually such special days as:
   a. Race Relations Day on the second Sunday in February, with its offering for Negro colleges of The Methodist Church.
   b. Methodist Student Day on the second Sunday in June with its offering for the Methodist Loan and Scholarship Fund.
   c. Student Recognition Day on the Sunday between Christmas and New Year when students are at home for the holidays and can be used in a special student service in the home church.
5. It co-operates with individual colleges in carrying out conference-wide College Day emphases.
6. It seeks to encourage the widest possible use in youth assemblies and institutes and in youth departments of local churches of a recently developed course entitled "Going to College."

Joint Public Relations for Methodist Institutions

A special program of Public Relations for Methodist Institutions channels through this department and is jointly supported by the Division of Educational Institutions, the Association of Schools and Colleges of The Methodist Church, and by contributions from the institutions themselves. Projects and activities now being carried forward as parts of this program include:

1. The issuance of *Campus News,* a bi-weekly mimeographed release carrying stories of significant recent happenings on Methodist campuses.
2. The issuance quarterly of a calendar guide and work sheet designed especially to provide suggestions for publicity and public relations officers in college situations.
3. Making visits to colleges where public relations discussions are held with faculty or other groups

Ruth L. Beyer

Miss Ruth L. Beyer, Associate Director, Joint Program of Public Relations for Methodist Educational Institutions, was born in Iowa and reared in Wisconsin. From the University of Wisconsin she holds B.A., M.A., and Ph.D. degrees. She has done additional graduate study in McGill University, Montreal, Canada, and in Columbia University. Her experience includes teaching in public schools in Minnesota and Iowa, at Baldwin-Wallace College, where she was also dean of women, and at North Texas State Teachers College. She was Director of the Wesley Foundation at the University of Arkansas for one year prior to coming to her present position in 1943.

and where conferences are held with public relations or administrative officials relative to problems the institution may be encountering in its relationship to any of its "publics."

4. Providing counsel to institutions relative to organization for effective public relations work or with reference to defining duties and responsibilities of public relations officers in campus organizations.
5. Conducting Short Courses on Public Relations for college representatives in various sections of the Church.
6. Co-operation with other agencies whose members are engaged in educational public relations work, as, for example, the American College Publicity Association and the Methodist Educational Public Relations Officers organization (better known as MEPRO).

Student Loan and Scholarship Fund Department

Dr. H. W. McPherson, Executive Secretary of the Division, is Director of the Student Loan and Scholarship Fund.

The Student Loan Fund of The Methodist Church is the result of the union of three similar funds of the uniting branches of Methodism. The oldest and largest of these started in the Methodist Episcopal Church with "Children's Day" collections, the first of which was taken in 1872. The present Fund was produced largely by such collections. Loans totaling more than $10,000,000 have been made to more than 65,000 Methodist students.

The General Conference of 1940 changed the name of the "special day" for this cause to "Methodist Student Day." The 1944 General Conference enlarged the purpose of Methodist Student Day offerings, beginning with 1945, to include scholarships, and changed the name to "Student Loan and Scholarship Fund" (1944 *Discipline,* Paragraph 1376).

This "Fund" is promoted and administered by the Division of Educational Institutions of the Board of Education, with headquarters at 810 Broadway, Nashville, Tennessee. This business is as carefully managed as that of a first class bank. "Regulations Governing Loans" are available to interested parties. With the added feature these will be revised to include regulations governing scholarships.

All communications pertaining to this service should be sent to 810 Broadway, Nashville 2, Tennessee. Members of The Methodist Church interested in applying for loans, or prospects for scholarships when this service becomes available, and any who may want to join the long lists of contributors to this commendable service to worthy young people, may be assured that their inquiries will receive prompt and courteous attention. This department exists *not for profit* but solely to give assistance where needed and deserved, to those seeking higher education.

The Commission on Ministerial Training

The Commission is a World Service agency to which is committed the work of extension education for ministers. It has its own budget—1.05% of World Service funds, and its own overseers, fifteen elected members—five bishops, five seminary representatives, five ministers—and two *ex-officio* members.

While thus being given an autonomy in its work, the Commission bears an organizational relationship

with the Division of Institutions of the Board of Education in the following ways: 1) the five seminary representatives are elected by the Division; 2) the executive secretary of the Division is one of the Commission's two *ex-officio* members, the other being the book editor. The General Conference located the Commission in Nashville because of this relationship. Its offices are in connection with the Division's offices at 810 Broadway.

The nature of the work is varied.

1) Basic in the program is the required study which every minister not attending seminary must take. Forty to fifty books are included in each of the two courses, one for future conference members, a simpler one for accepted supplies. *The Student's Handbook* edited by the Commission and published by the Publishing House gives specific instructions for the study of both these courses.

Serving with the Commission in the Administration of these courses is a Board of Ministerial training in each Conference and, in addition in the Southern Jurisdictions Correspondence Schools connected with Emory and Southern Methodist universities.

2) A series of nearly fifty Pastors' Schools is carried on through the sponsorship of the Commission and in co-operation with local boards of managers on which are always representatives of the Conference Boards of Ministerial Training and Education, frequently also of other boards. The Commission extends the invitations to the faculties of those schools and generally pays their honoraria. Other World Service agencies co-operate in the expense when their respective interests are presented. About 40% of the Commission's budget goes into the support of these schools. Enrollment in 1943 and 1944 exceeded 7,000. Of these approximately 70% were mature ministers, 20% ministers in the course of study, and 10% laymen. The Commission sponsors ten or twelve additional schools outside the United States.

3) Each year the leaders of Ministerial Training in the church are brought together at Evanston. A three-day program of procedure and inspiration is presented. The addresses always cluster about a concrete theme, and are subsequently published. Generally this book is distributed to all the ministers of the church. Outstanding in the list of books are the issues of the last three years . . . *The Minister and Human Relations,* (1943); *Protestantism,* (1944); and *Making the Gospel Effective,* (1945).

Another such conference is held exclusively for members of Central Jurisdictional Conferences at Gammon Seminary, Atlanta, each

W. K. Anderson

Dr. William K. Anderson, educational director of the Commission on Ministerial Training, was educated at Wesleyan University in Connecticut, from which school he holds the A.B. and D.D. degrees. He received his M.A. from Columbia and his B.D. from Union Theological Seminary. He held pastorates in Wyoming and Pennsylvania was director of the Wesley Foundation at Ohio State University. He came to his present post in 1940, from a twelve years' pastorate at Johnstown, Pennsylvania.

spring. This takes place in connection with the Thirkield lectures.

4) At the Commission's invitation, twenty graduate courses by correspondence have been prepared by leading scholars for the use of ministers. The enrollment fee is small—only $2.00. This goes to the instructor who gives individual attention to the papers which come in. Each student buys the books or may borrow them from the loan library of one of Methodism's nine theological seminaries where the Commission has placed them. Areas covered in these courses include Bible study, theology, history, homiletics and religious education.

Communications regarding the work should be addressed to William K. Anderson, Educational Director, at the office of the Commission.

Central College Student Gives Music Lessons to Negro Girls

Auida and Mildred promise to practice, and practice, and practice! Pictured above are Miss Mildred Boettner, a senior at Central College in Fayette, Missouri, with two of her colored pupils to whom she has given piano lessons for three semesters.

She became interested in them when she heard them sing in perfect harmony at a program given by members of the colored church before Central's Student Christian Association. The Leonard children are 9 and 10 years old, and are the daughters of Mr. and Mrs. Hickman Leonard. Miss Boettner gives lessons also to 15-year-old Ellewyn Graves, another colored girl who lives in Fayette.

Miss Boettner is the daughter of Mr. and Mrs. Harrison Boettner of Watson, Missouri, and is a member of the Methodist Church. Active in Central College affairs, she is listed in "Who's Who in American Colleges and Universities."

She is a member of Future Teachers of America, Red Cross, Student Christian Association, and Phi Beta, an organization for those doing outstanding work in dramatic art and music. She is vice-president of the college student body.

Miss Boettner has chosen an excellent way to help colored children since few white musicians offer to instruct the colored. Auida and Mildred, naturally musically inclined, are deeply appreciative and practice faithfully with a child-like desire to please their teacher.

* * *

The National Training School (Kansas City, Mo.) received a letter recently from an alumna who, with her husband, has been in charge of the educational and social welfare work in the Indian village at Tetlan, Alaska. She wrote that one day one of the boys of the school commented on how warm it was, "and we all agreed, for 39° below zero seemed like summer after we had had 75° below!"

Where Education Deepens Religion

QUIET ROOM, ILLINOIS WESLEYAN UNIVERSITY, BLOOMINGTON, ILL.

Students at Illinois Wesleyan University felt the need of a haven of quiet designed for meditation, prayer, and religious devotion. A student carved a wooden cross and candle holders to adorn an altar. The University furnished the room. Bibles, devotional readings, and literature of all denominations are to be found in the room.

"Men ought always to pray and not to give up."

On Armistice Day the Wesley Foundation at the University of Wisconsin observed an all-day vigil. Forty-five students, each for a period of fifteen minutes, knelt at the altar of the Prayer Room:

"On This World Community Day, May We Sincerely Pray:

That while this war lasts, God may strengthen and protect those who suffer because of it; the men who fight and the citizens of the stricken lands;

That the war may speedily come to an end;

That the leaders of the world, with God's guidance, and without hate, may make a peace which is just and lasting because of its justice;

That we may be citizens of the world;

That we may strive to make war impossible through sympathy and understanding of all people born of a love for God's children everywhere;

That we may nurture no hate, no prejudice, no feeling of condescension toward any race, nation, or creed."

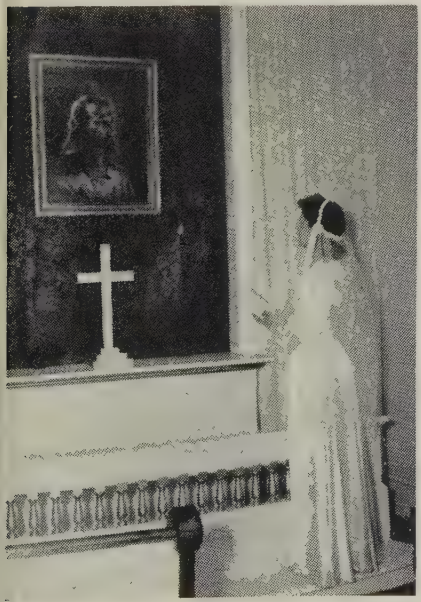
Grace McCarthy, a Syracuse student, is entertaining a patient in the children's ward of the hospital. Although usually there are only 10-12 children in the ward, 127 girls wanted to serve on the committee to make a long day brighter for a sick child.

Every Sunday evening the *Wesley Foundation at the University of Alabama* holds a Candle-light Vesper Service. At the communion service held one Sunday a month students go to the altar at will and stay as long as they wish in meditation and prayer. Reverend W. G. Echols, director, reports that large numbers participate.

Brown Chapel, West Virginia Wesleyan College, Buckhannon, W. Va.

Students gather for morning worship in Brown Chapel, West Virginia Wesleyan College (Buckhannon, West Virginia). Establishing a worship chapel, students wished to honor their professor of Bible and religion, Dr. Ralph C. Brown.

The "bride" at the altar had a part in a dramatic worship service which Nebraska Wesleyan University took to a number of churches in the state. However, it is not unusual for graduates of a college to come back to the chapel on the campus to be married.



Wayside Chapel, Nebraska Wesleyan University, Lincoln, Nebraska

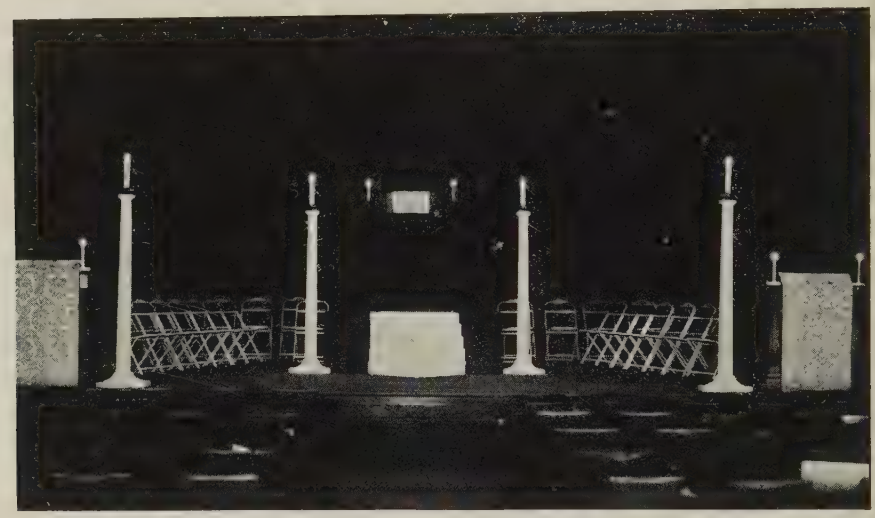
Wesley Foundation, University of Wisconsin Prayer Room

Wesley Foundation, University of Wisconsin Prayer Room, dedicated to the worship of God with the prayer that "here in communion with the highest, the youth of Wesley may acquire the spiritual power to aspire nobly, adventure daringly, serve humbly."

Works—Evidences of Faith

In the Hendricks Chapel Association of Syracuse University (Syracuse, N. Y.) students have many opportunities to embody their high ideals in concrete action. Each of the 25 committees includes four phases of activity—worship, education, application, and fellowship. Often the response for community service exceeds the need. Students visit the old ladies' home, the orphans' home, and hospital, direct games, teach crafts, tell stories and coach dramatics at Dunbar Center (for Negroes), at Huntington Club (for underprivileged), and at the

Jewish Community Center. They teach religious education classes attended by public school children, lead Campfire Girl Units, Girl Scout troops, and conduct play schools for the Salvation Army. They are responsible for daily chapel services, for inter-faith meetings, for the World Relations Program of making foreign students on the campus feel at home, for the Freshman Commission, and for Syracuse-in-China which supports mission work in China.



Dakota Wesleyan University (Mitchell, S. D.) succeeded in creating an atmosphere of worship by setting up an altar on the stage of the auditorium during Religious Emphasis Week

New Quarters for University of Colorado Wesley Foundation

A larger building with space more nearly adequate to the needs of its program has recently been purchased by the Wesley Foundation of the University of Colorado (Boulder, Colorado). In 1943 the students in the local Wesley Foundation group by way of celebrating the twentieth anniversary of the purchase of the first Wesley Foundation building at Boulder, launched a quiet campaign designed to raise funds for a new and larger Center. The objective has been attained, however, far earlier than any one would have predicted—thanks to a fortunate sale of the former property and to generous gifts from outside sources.

The Wesley Foundation will occupy its new home, which is admirably located with respect to the campus, as soon as the current lease to a fraternity expires.

Continuing their campaign the students are now in process of raising $750.00 to be applied toward furnishing and equipping the Center.

* * *

Allegheny College is at the top of a unique assembly line of education in Meadville, Pennsylvania. Within a few blocks on North Main Street there is a victory day-nursery, an elementary school, a vocational school, a high school, and a college. Parents can start their toddler off at the nursery and in twenty years have a college graduate without leaving North Main.

BOOK REVIEWS

According to Paul—Harris Franklin Rall (Scribners).

Any book from the pen of Dr. Rall receives a ready welcome from readers of religious literature. The fact that this one was a "Religious Book Club Selection" further attests to its worth and importance. To readers of CHRISTIAN EDUCATION MAGAZINE its dedication to Dr. Rall's intimate friends, Mr. and Mrs. Henry Pfeiffer, carries special significance.

The books claim for distinctiveness in the area of Pauline studies is upon its effort to unite the historical with the traditional. Paul, according to Dr. Rall, shaped the thinking of the Christian Church. It is not possible to understand the New Testament if Paul is neglected. Teachers of religion will find this book an invaluable addition to their libraries. J. O. G.

Highroads of the Universe—J. Glover Johnson (Scribners).

The subsidiary title of this book, "An Introduction to Christian Philosophy," indicates why the review has a place in this magazine. Christian institutions especially will welcome it. Divided into three sections, (1) In the realm of science (2) In the realm of the spirit (3) In the realm of social progress, it gives a running glance of man's place in the universe and how spiritual principles may be applied.

In section one, Dr. Johnson undertakes to look at the universe, life in the universe, man, his status and relationship to life. Through the study of all of these important topics runs the query, "What is the meaning for religion?" The statement of the problem is concise and reasonable and the interpretations of the relation of the material universe to religion are constructive and helpful.

Section II reviews briefly the whole range of the relations of man to the spiritual. In this section Dr. Johnson's own personal faith shines through and one senses as he reads that behind what is written are deep religious convictions.

In the concluding section, "In the Realm of Social Progress," the answer to "What is the Christian approach to life's complicated problems?" is sought. In all the discussions is the call for man to abandon the lower levels of life and "travel the highroads of the Universe."

J. O. G.

"You and Your College" a little book by Boyd M. McKeown and John O. Gross, is just off the press and is available for use as a text in the training course entitled, "Choosing a College." This course is recommended for young people's assemblies and institutes and for use in local churches.

"You and Your College" deals with the relative importance of the various factors to be weighed in the choice of a college and with the basic principles of becoming oriented to the campus and of getting off to a good start in college life. It should be interesting reading for high school seniors and juniors as they look forward to entering college. Pastors, teachers and other counselors of youth will find the book readable and its content very helpful.

The book which contains 64 pages and sells for 20 cents may be obtained from any branch of The Methodist Publishing House.

THE DEPARTMENT OF

The Methodist Student Movement

HIEL D. BOLLINGER

Summer Projects

The Methodist Student Movement under restricted wartime conditions is seeking to go ahead as best it can with the projects of student summer service. In co-operation with the government our Regional Student Leadership Training Conferences will not be held. However, projects that involve small groups of students and that keep the work of the program of student work going will be conducted.

1. *Caravans.* Requests have already come from the field for at least eighty caravans, to render service in Methodist Churches during the summer. Students are now being recruited from colleges all over the nation to serve on these caravans.

2. *Work Camps.* In co-operation with a number of other agencies the Methodist Student Movement is sponsoring work camps. These furnish an excellent opportunity for college students to make a first-hand observation of tension situations in urban centers and to help lift the level of life in agricultural centers.

3. As in the past, courses will be offered for graduate training in campus Christian leadership. While it is true that most of the persons who undertake these summer service projects are women, there are a limited number of young men who participate. Young men who are studying for the Christian ministry are permitted to undertake these projects as laboratory or case work in connection with their courses. In other cases there are young men, physically unqualified for the armed services, who in a spirit of Christian devotion are willing to serve. It is expected that this summer there will be a larger number than ever before of young men who have been discharged from the armed services and who will be free to enter these projects.

For information concerning any of these projects write to the Department of Student Work 810 Broadway, Nashville 2, Tennessee.

Summer Training Courses

The Department of Student Work will again offer courses for training in Campus Christian Leadership at Emory University, Georgia, June 11-July 19, and Garrett Biblical Institute, Evanston, Illinois, June 18-July 20. The course at Emory will be taught by Dr. Harvey C. Brown and the course at Garrett by Dr. H. D. Bollinger.

These courses are desgined for persons engaged in professional religious work among college students who desire advanced study in program procedures. They are open to directors of religious life of our colleges, Wesley Foundation workers, and pastors in university centers.

In these courses an analysis is made of the needs, interests and problems that arise in campus life particularly in the present crisis. The project method, seeking to develop creative and practical program suggestions, is followed with the result that student religious work is greatly enriched by the materials which these graduate students develop.

Southern California Confers Degrees at Celebration

On the concluding day of the celebration, January 25-28, of the 25th anniversary of the founding of the Graduate School of the University of Southern California, President Rufus B. von KleinSmid conferred upon President Franklin B. Snyder of Northwestern University, Dr. Claude A. Buss, western director of the Office of War Information, and Chancellor Oliver C. Carmichael of Vanderbilt University, the honorary degrees of LL.D.; upon Dr. Ralph T. Flewelling, director of the Southern California School of Philosophy, and Dr. Emory S. Bogardus, professor of sociology and university editor, the honorary degrees of Lit.D.; upon Dr. Yú Gwan Chen, president of Nanking University, and Dr. Mariano Fiallos Gil, Minister of Education in Nicaragua, the honorary degrees of Ped.D.

Opportunities and responsibilities of institutions of higher learning in sponsoring research work through graduate studies formed the general theme of the conference in which more than 100 educators and authorities took part. "The Future of Graduate Studies" was the theme for discussions in nine group sessions in the fields of fine arts and music, languages and literature, religion and philosophy, education and psychology, economics and commerce, engineering, biological, physical, and social sciences. Combined with the anniversary celebration was the 12th annual Southern California School of Research lecture, delivered by Dr. J. Eugene Harley, professor of political science. Dr. Rockwell D. Hunt, who has been affiliated with Southern California for the past thirty-five years, has been dean of the Graduate School since its founding in 1920. The School has granted 316 Ph.D. degrees and 3,332 A.M. degrees.

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Emory and Henry Studies Postwar Needs

When Emory and Henry College (Emory, Va.) opens for the 1945-46 session next September, the college will go on a semester basis with a new curriculum to meet the changing needs of the world. The entire faculty has been studying curriculum needs and has set forth a new statement of requirements for degrees. The changes are intended to strengthen the liberal arts tradition of the college and at the same time meet the challenge of the postwar world.

The assets and resources of the college have been increased by more than a quarter million dollars in the last three years, President Foye G. Gibson announced. The trustees and college administration have pledged their united efforts to free Emory and Henry of debt during 1945.

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Morningside Offers Extensive Radio Program

Beginning on January 10 and continuing to the end of the school year, an extensive radio program is being offered by Morningside College (Sioux City, Ia.). The Future Teachers Club, assisted by Dr. J. E. Kirkpatrick, is responsible for a series of programs on "The Im-

pending Crisis in Education." Professor James Reistrup is presenting a series of piano recitals in which he is including some of his own compositions. On one evening a week, Dr. H. B. Hawthorne gives "The Geographical Background for the News." One series for parents will be prepared by the college nurse, Mrs. M. Patch. Dean W. G. Scarborough will broadcast a series on the interpretation of the Bible; Mr. C. E. Burrus will feature a group of interviews on books, and Dr. T. E. Tweito will present the Book-of-the-Month Club reviews."

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New Division Executive Appointed at Emory Junior College

At a meeting of the faculty of Emory Junior College (Oxford, Ga.) Dr. Goodrich C. White, president of Emory University, announced the appointment of Virgil Y. C. Eady as dean and division executive. In making this appointment to the 108-year-old Georgia Methodist school and parent of Emory University, Dr. White expressed a desire "to see even closer association between the Atlanta and Oxford divisions than has been possible in the past."

* * *

Illinois Wesleyan Art Center Opens High School Clinic

Illinois Wesleyan University (Bloomington, Ill.), through its art department plans a state-wide high school art clinic the last week in April. Invitations to participate in the plan have been sent to all the high schools in Illinois. High school art students, through their instructors, may send samples of their work to the art center at Illinois Wesleyan where prominent art educators from various universities will offer written criticisms of the students' work. These individually written criticisms will then be mailed to the student or his instructor, with his painting. All of the work sent to the Center will be hung in an exhibition which will be a part of the annual spring festival, April 26-28. During the festival, art scholarships will be awarded by the university and prizes of $100, $50, and $25 will be presented to the artists of the three best works by W. H. Roland & Company of Bloomington, through Illinois Wesleyan.

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Syracuse Opens Psychological Services to Community

The psychological laboratories of Syracuse University (Syracuse, N. Y.) are offering two new services—a reading and study method laboratory, and a mental hygiene guidance service. The two services will co-operate in the solution of individual problems. Facilities for the testing of reading difficulties, intelligence, personality, and aptitude and for the diagnosis of behavior difficulties are made available. Remedial assistance in study skills will be offered to a limited number of children who show academic handicaps. A major feature will be counseling aid for older children and adults having personal and emotional problems. Professor Arthur W. Combs, who is in charge of the mental hygiene division, stated, "We are particularly anxious that the Psychological Center not be thought of as a treatment center for those who are seriously abnormal or queer. Our function is to serve children and adults who have everyday problems that have somehow gotten the better of them."

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The students of West Virginia Wesleyan (Buckhannon, West Virginia) believe that the campus needs a Student Union Building. Their determination has already secured gifts amounting to $12,000.

Southern Methodist School of Theology Receives Large Gift

A gift of $1,350,000 by Mr. and Mrs. J. J. Perkins of Wichita Falls, Texas to the School of Theology of Southern Methodist University (Dallas, Texas) was announced by Bishop A. Frank Smith, chairman of the board of trustees, on February 6. Approximately $550,000 of the fund will be used to construct dormitories for married and single theological students, a chapel, and an additional class room building. The remaining $800,000 will be used for endowment.

Mr. and Mrs. Perkins have long been benefactors of Southern Methodist University, as well as of other Methodist institutions. Their total gifts to S.M.U. now approach $1,700,000 and include a $35,000 endowment of a professorial chair, the completion of the Perkins Hall of Administration at a cost of $77,000, the erection of the Perkins Gymnasium at a cost of $188,000, and numerous smaller gifts. The School of Theology which began its work thirty years ago, will now be known as the Perkins School of Theology. It is the only Methodist theological school in the South Central Jurisdiction. In the jurisdiction there are seventeen annual conferences with a local church membership of more than 1,500,000.

"The gift of Mr. and Mrs. J. J. Perkins is the largest single gift ever made to theological education in the South and one of the largest ever made to a school of theology in this country. It should open the way for the development of one of the truly great schools of theology in this country," Dr. Umphrey Lee, president, said in expressing the University's appreciation of the gift.

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More than 6,000 colored slides will be used by Professor Gustavo A. de Aragon, of Boston University, in his new course, "Picturesque Spanish America," which is being offered in the University's evening college of commerce. Covering not only the essence of Latin-American history, geography, economics, traditions, and folkways, the course will also include a survey of inter-American relations from Bolivar to Franklin D. Roosevelt and the evolution of Pan-Americanism from the Monroe Doctrine to the Good Neighbor Policy.

Outstanding College Leader to Retire

J. H. Reynolds

Dr. John Hugh Reynolds, president of Hendrix College for 31 years, has announced his plans to retire soon. A native of Arkansas and a Hendrix graduate, he had taught in Arkansas public schools and at Hendrix and the University of Arkansas before coming to Hendrix as president in 1913.

Dr. Reynolds has been both an educational and religious leader, taking a very active part in Methodist boards and conferences. From 1913 on, he was a member of every quadrennial general conference of the Southern Methodist Church, and also was a long-time member of its Board of Christian Education. In 1920-21 he temporarily put aside college duties to become director general of the Christian education movement of the Church, one of the first serious efforts made in the South to provide adequate finances for Methodist institutions of learning.

When he became president of Hendrix in 1913, the college was a small provincial institution with a $100,000 physical plant and less than $200,000 endowment. Under his guidance, Hendrix has gained the highest accreditation, has attracted large financial support from the General Education Board and other philanthropic agencies, and has built an endowment and a debt-free physical plant of $1,000,000 each.

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The Spirit Quickeneth

For the past twenty-five years I have been connected with Methodist Colleges, most of the time, in administration capacity. During those years, you may be sure, I have arrived at some definite, and for me, irrevocable convictions relative to the procedures and technics needed to make education under church auspices fruitful and effective as a distinctive type of education. We are accustomed to using such terms as Christian College, Christian Education, implying by that usage a type of college, a type of education differing from colleges in general and education in general. Did you ever stop to think that there are just a few ways in which Christian Colleges and Christian Education can differ from other colleges and other education? For example, algebra studied in one kind of a college will be exactly the same subject as it would be in any other kind of a college. The product of the sum and difference of two quantities would still be the difference of their squares, factoring polynomials would be the same pestiferous problem. So it would be with history, grammar or any other subject. Obviously then, we must look elsewhere for our area of differentiation. One of the convictions I have arrived at

during the years, is the one about the area in which this difference is and must be. I am convinced that it must be in the spirit of the school. *"From Doctor J. W. Haywood's Matriculation Day Address, Gammon Theological Seminary, October 4, 1944.*

* * *

"Freedom's Shadow"

Reports on the use of the race relations radio transcription, "Freedom's Shadow," are as yet incomplete. However a number of favorable comments have come in. A broadcast over one station was received so well that arrangements were made in a neighboring community for another broadcast. One station willingly granted to a college having a regular broadcast sufficient additional time for the transcription. We also have definite information of its having been used over a network covering a part of three states and a province in Canada. Reports are yet to come in from a number of metropolitan areas and from two university stations.

There is nothing in the script to limit its use to Race Relations Week. Anyone able to schedule a fifteen-minute broadcast may secure the transcription without cost from the Joint Committee on Public Relations, 810 Broadway, Nashville 2, Tennessee.

* * *

Go to School

A recent issue of *Education for Victory* reports that the prize offered for the best letter encouraging a relative or friend to return to school has been awarded to Private Chauncey A. Alexander, of Los Angeles, Calif.

Writing to "Dear Sis," Private Alexander said:

"Mom wrote me something of your wondering about returning to school this year, and like a big brother, I had to have my say.

"All around you there are people talking and writing about what we are working and fighting for. . . . I think its really for more than most of us realize, right now. But, anyway you look at it, it gets down to as simple a thing as the right and opportunity for you to go to school.

"We know that the end of the war isn't going to settle everything. There's going to be plenty of troubles to be taken care of, plenty of decisions to be made. It will take hard work—some clear heads—and all the learning we can get. That's a part of your coming job.

"We're going to build a bigger and a greater country. We are going to make more, so that we can all have more. And that needs skilled hands, and trained minds, with plenty of "know how." It will need people as big as the growing we'll do, and people who can guide it. Here's another part of your job.

"You are living in the right time. We can make the future work—we can make wars just a memory for the history books—that's our responsibility. And that's why I say, for all the education you can get right now, the better the future of the people of our country.

Your loving brother
Chaunc"

* * *

The last official act of General Mark Clark in leaving the Fifth Army was to give a battlefield commission as second lieutenant to Paul S. Powell, Jr., son of President Powell of Kentucky Wesleyan College (Winchester, Ky.) Lt. Powell is now assistant executive officer of Battery A, 329th Field Artillery Batallion.

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The faculty of a college, if it is to be Christian, must be a praying Christian community. *Fay Campbell.*

Newsy Odds and Ends

RUTH L. BEYER

The new E. T. Roux library at Florida Southern College (Lakeland, Fla.) will be dedicated during Founders' Week, March 12-18. The library, designed by Frank Lloyd Wright, is round with a reading room occupying the first floor on graded levels, and a lending desk in the center. It was erected by student labor under the direction of Robert Wehr, instructor in industrial arts.

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The Inter-collegiate Commission of the Christian Association of Wesleyan University (Middletown, Conn.) sponsored Russian Friendship Day February 2. The speaker of the evening was Rev. Howard Melish of Brooklyn, New York, on "The United States and Soviet Russia—Co-Partners in World Peace." The purpose of the day was to promote a better understanding of our Russian ally. The Reverend Mr. Melish is chairman of the religious committee of the National Council of American-Soviet Friendship. There will be an exhibit, "Peoples of the Caucasus," and several short movies dealing chiefly with music and sports in the Soviet Union.

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Twenty ordnance officers of the Chinese Army, ranking from captain to colonel, are taking an eight-week course of training in management and manufacturing methods at Northwestern University (Evanston, Ill.). The educational program is sponsored by the U. S. Foreign Economic Administration. After completing the course at Northwestern, the officers will spend time in various industrial plants, studying management and manufacturing problems.

Kansas Wesleyan University (Salina, Kansas), in co-operation with the Smoky Hill Army Air Field, January 11 launched a twelve-week course of night classes whereby service and civilian personnel of the air base might enroll in regular college credit courses. College level work is being taught in rhetoric, English literature, sociology, psychology, engineer drawing, physics, chemistry, German, French, Spanish, typing, and shorthand. A total enrollment of 246 indicates a genuine interest in the college courses for servicemen.

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Twenty-five per cent of the students of Baker University (Baldwin, Kansas) whose names appeared on the term's honor roll for the second six weeks of the school term were grandchildren of Baker. The male students who are working under an accelerated program and expect call to service as soon as they reach draft age led the semester honor roll with sixteen per cent of their number on the list.

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MacMurray College (Jacksonville, Illinois) has recordings made by the college choir available at $1.00 each to anyone in the school. The musical numbers available are some of the choir's most popular selections.

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Professor James Neilson of Oklahoma City University has been invited to be the guest director at Soldiers Field in Chicago for the special youth program on May 30, sponsored by the religious youth organizations. There will be a choir and orchestra of 5,000 which Professor Neilson has been asked to direct.

"This Is Centenary"

HURST R. ANDERSON *

Centenary Junior College, organized in 1866 as Centenary Collegiate Institute to celebrate 100 years of American Methodism, is a fully accredited college for women offering the first two years in the liberal arts, or a terminal general education for living embracing vocational and semi-professional training. Co-educational until 1910, and offering only secondary school courses until 1929 when the Junior College was organized, Centenary no longer enrolls students below the college level. The 210 students represent eighteen states and four foreign countries.

Situated at Hackettstown among the hills and lakes of northwestern New Jersey, fifty-two miles from New York, twenty-five from the scenic Delaware Water Gap, and eighty from Philadelphia, the College's location combines the cultural advantages of proximity to these cities, with the benefits of a self-contained campus life of sports and social activities. The forty-acre campus commands a superb view of the surrounding hills and contains six buildings, one of which, Trevorrow Hall, the new Science and Art Building, was completed in 1941.

Centenary, which has just marked the 75th anniversary of the cornerstone laying of its Main Building, emphasizes individualized education for effective living. About one-third of the graduates continue their education in colleges, unversities, and specialized schools; the remaning two-thirds enter one of the many vocational opportunities for which Centenary courses have prepared them, such as: secretarial, medical secretarial, dramatic art, radio, kindergarten, laboratory technician, merchandising, etc. Each girl's educational program is planned to suit her needs, bearing in mind the benefit of a wise balance of general and vocational courses to help prepare her for useful citizenship.

Centenary believes that an important part of its educational responsibility is the development of those atttiudes and beliefs which are most compatible with the democratic way of life. It believes that the Christian philosophy not only presents the point of view which assures the maximum of individual happiness, but provides the most effective basis for a dynamic democracy. It therefore seeks to offer the kind of environment in which the Christian virtues may mature and the type of program most likely to perpetuate them.

*President, Centenary Junior College, Hackettstown, New Jersey.